



UNIVERSAL PRE-KINDERGARTEN
CONFERENCE II:

THE **Next**
Steps



DECEMBER 4, 2003  Walt Disney World Contemporary Resort  Orlando, FL

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Welcome to the Universal Pre-kindergarten Conference II: The Next Steps

Hosted by:
*The Honorable, Alex Penelas, Mayor, Miami-Dade County
and David Lawrence Jr., The Early Childhood Initiative Foundation*

December 4, 2003
Walt Disney World Contemporary Resort
Orlando, FL

Table of Contents

**Universal Prekindergarten Conference II:
The Next Steps Partners**
*Office of the Mayor of Miami-Dade County
The Early Childhood Initiative Foundation
The Florida Children's Forum
The Trust for Early Education
Children's Campaign, Inc.
Kaplan Early Learning Company*

<i>Welcome.....</i>	<i>2</i>
<i>Order of Events.....</i>	<i>4</i>
<i>Contemporary Floorplan.....</i>	<i>5</i>
<i>Opening Session.....</i>	<i>6</i>
<i>History of UPK.....</i>	<i>9</i>
<i>UPK Comparisons.....</i>	<i>10</i>
<i>UPK Advisory Council.....</i>	<i>13</i>
<i>UPK Recommendations.....</i>	<i>13</i>
<i>Overview of Workshops.....</i>	<i>18</i>
<i>Workshop Session I.....</i>	<i>19</i>
<i>Workshop Session II.....</i>	<i>21</i>
<i>UPK Luncheon.....</i>	<i>22</i>
<i>National Facilitator Bios.....</i>	<i>23</i>
<i>State Facilitator Bios.....</i>	<i>26</i>
<i>Resources & Publications.....</i>	<i>30</i>
<i>UPK Fact Sheet.....</i>	<i>31</i>
<i>Advocacy Rally.....</i>	<i>32</i>
<i>Legislative Committees.....</i>	<i>34</i>
<i>Lobbying FAQs.....</i>	<i>36</i>
<i>Advocacy Ideas.....</i>	<i>37</i>
<i>UPK Conference Partners.....</i>	<i>38</i>
<i>Acknowledgements.....</i>	<i>40</i>

Welcome



ALEX PENELAS
MAYOR

OFFICE OF THE MAYOR MIAMI-DADE COUNTY, FLORIDA

Greetings:

For years we have taken steps to bring the idea of Universal Pre-Kindergarten into the minds and hearts of the people of Florida. Last year, we petitioned and put this issue on the ballot – and together we persuaded the electorate to change the State Constitution.

Now, giving our children the right to high quality pre-kindergarten education is the law — a matter of right for all Florida 4 year olds. But that is only the beginning. It is time for the next steps.

This summer, the Florida State Board of Education's Universal Pre-Kindergarten Advisory Council, under the leadership of Lt. Gov. Toni Jennings, performed commendable service to provide us with a blueprint of how to convert a constitutional amendment into a viable reality.

Like most simple concepts, Universal Pre-Kindergarten education is complex and difficult. We are faced with challenging issues that will test our resolve. No matter the challenge, we can do no less on behalf of our children than to get this right — the *first time*.

We meet once again in this land of perpetual childhood to map out our future. Today as we debate the fine points of the proposed program we also must remember the future and keep in mind, the months and years that will follow this gathering. It is our continued responsibility to monitor and advise the legislature to respect the letter, the spirit and the intent of the Constitutional amendment. **Voluntary, high-quality programs, in public and private settings that serve all 4 year olds must be our mantra.**

On behalf of my co-host David Lawrence Jr., I entreat you to use your experience, your wisdom and your compassion to make our next step a giant leap for the children of Florida.

Sincerely,

A handwritten signature in black ink, appearing to read "Alex Penelas".

Alex Penelas
Mayor



CITY OF ORLANDO

GREETINGS!

As Mayor of the beautiful City of Orlando, I would like to extend a personal welcome to each and every guest attending the Universal Pre-K Conference. Orlando is proud to have been selected as host city for your event.

For those who are first time visitors, you are soon to discover that Orlando's community is rich with opportunities for recreation, cultural entertainment, educational resources, and business enterprises. You will also discover what many others have already noted -- that is when it comes to service and hospitality, Orlando is second to none.

Again, thank you for visiting our community. I hope you enjoy learning about our city, meeting our people...and plan on visiting us again soon!

Sincerely,

Buddy Dyer

Mayor

Order of Events

December 4, 2003

8:00 - 9:30 a.m.

Conference Registration

10:00 - 11:45 a.m.

Opening Session (by order of appearance)

The Honorable Alex Penelas, Mayor Miami-Dade County

The Honorable Buddy Dyer, Mayor Orlando

Pledge of Allegiance: Tangelo Park Head Start Students

Special Guest Speakers:

The Honorable Toni Jennings, Lt. Governor

David Lawrence Jr.

11:45 a.m. - 12:00 p.m.

Break

12:00 - 1:45 p.m.

Pre-K Luncheon

Guest Speakers:

Philip Handy, Chairman, Florida Board of Education

Amy Wilkins, Executive Director Trust for Early Education

Performances by Conway Middle School Music Factory

1:45 - 2:00 p.m.

Break

2:00 - 3:45 p.m.

Workshop Session I (Workshop locations to be announced)

- Professional Development
- Accountability & Assessment
- Curriculum & Learning Environment
- Serving Children with Disabilities and Special Needs
- Parent Involvement
- Service Delivery Design & Governance
- Community Partnerships

3:45 - 4:15 p.m.

Break

4:15 - 6:00 p.m.

Workshop Session II (Workshop locations to be announced)

- School-Based Programs
- Family Child Care Homes
- Parents/Homeschool Support
- Center-Based Programs (Private Child Care)
- Head Start Programs
- Faith-Based Programs

6:00 - 6:30 p.m.

Break

6:30 - 7:30 p.m.

Advocacy Rally

Roy Miller, President, Florida Children's Campaign

Activities and Events for Advocates: Florida Children's Campaign

Overview of Children's Week: Phyllis Kalifeh, President, Florida Children's Forum

Grassroots Advocacy

Closing Statement & Next Steps: Mayor Alex Penelas

Oak Ridge High School Marching Band

7:30 - 8:30 p.m.

Networking Reception

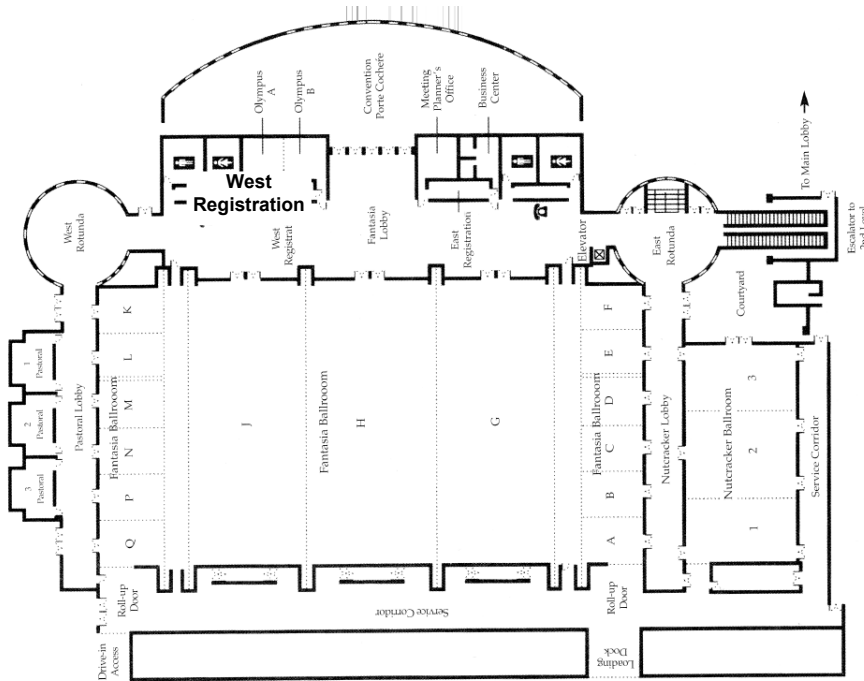
sponsored by



and



Disney Contemporary Floorplan

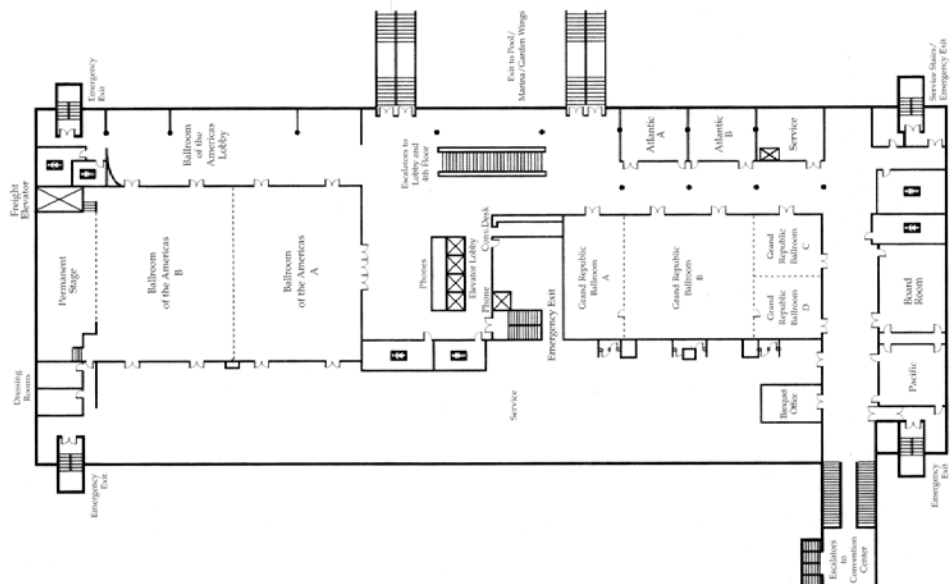


Convention Center (First Floor)

Registration
General Sessions
Luncheon
Workshop Session I
Workshop Session II
Reception

America's Level (2nd Floor Tower)

Elevators
Workshop Session I
Workshop Session II



Opening Session

Mayor of Miami, Alex Penelas

Mayor Alex Penelas, now serving his second term as Mayor of Miami-Dade County, is one of the most exciting young men in Florida. Only 41, he launched his public service career in 1987 when elected as a Councilman in the City of Hialeah. In 1990, he was the youngest person ever elected to the Miami-Dade Board of County Commissioners.

Six years later, he was elected Miami-Dade's first Executive Mayor. Today he guides a community of 2.3 million people from 160 countries; and oversees a budget of \$5.6 billion, and 30,000 employees.

As Mayor of one of the most diverse communities in the United States, he brings new energy and vision to address a wide range of issues such as education, the state of our children and the elderly, healthcare, transportation, crime and corruption, the economy, human rights and homelessness.

Last year, Mayor Penelas spearheaded the Pre-Kindergarten Amendment to the Florida Constitution. Thanks to his efforts, every 4-year-old child in Florida will be entitled to a quality pre-k education beginning in 2005.

In Miami-Dade County, not a single eligible child is deprived of childcare. In fact, in the last three years alone, Mayor Penelas has added 8,000 subsidized childcare slots for working families. Another challenge the Mayor is meeting is to provide all residents access to quality healthcare.

The elderly, too, are part of his vision. The Save our Seniors amendment, which Mayor Penelas spearheaded, provides Florida's low-income seniors with a double homestead exemption; and the Gold Passport program offers free public transportation to all of Miami-Dade's elderly.

Only a few months ago, the voters of Miami-Dade County overwhelmingly approved another of the Mayor's priorities -- the People's Transportation Plan -- which will result in a 20-year, \$25 billion investment in Miami-Dade's transportation infrastructure -- one of the largest public works programs in the Nation.

His first initiative as Mayor, Operation Safe Streets,

has resulted in crime rates falling to their lowest levels in 25-years. During his tenure, violent crime in Miami-Dade County has been reduced by 39 percent. Tourist robberies, once the blight of our visitor industry, are down by 95 percent since 1992. In 1998, the Mayor helped lead a statewide effort to close the gun show loophole. Now all gun sales in most of Florida's urban areas are subject to a three-day waiting period and background check.

Fighting corruption has also been a centerpiece of Mayor Penelas' agenda. As a Commissioner, he sponsored the Charter amendment creating the Miami-Dade Ethics Commission. Subsequently, as Mayor, he bolstered the County's Office of Inspector General and the Public Corruption Unit of the Miami-Dade Police Department. He also instituted mandatory ethics training for all County employees.

When the County's economy reeled after 9/11, the Mayor sped up the release of funds to create a surge of infrastructure jobs. His two Mayor's Economic Summits also sparked new employment by attracting key industries, and underwriting a major tourism marketing campaign. He is a champion of human rights, women's rights and immigrant rights.

The homeless plan he championed as a Commissioner is lauded as a national model. As Mayor, he helped reduce Miami-Dade's welfare rolls by more than half. Just this fall, Mayor Penelas presented his seventh consecutive budget message with a reduction in the County's overall property millage rate.

He is a lifelong resident of Miami-Dade. He and his wife, Lilliam, have two sons, William, 8, and Christopher, 6, who attend a public elementary school in Northwest Miami-Dade County. Lilliam, a proud homemaker, graduated with a bachelor's degree in broadcast journalism from Barry University in 1994.

As Mayor, Alex Penelas brings honor, achievement and spirit to his office. He is a student of government, a dedicated public servant, a wonderful family man, and the new face of Florida.



David Lawrence Jr.

Opening Session

David Lawrence Jr. retired in 1999 as publisher of The Miami Herald to work in the area of early childhood development and readiness. He is president of The Early Childhood Initiative Foundation and "University Scholar for Early Childhood Development and Readiness" at the University of Florida. In 2002 he led the successful campaign for The Children's Trust, a dedicated source of early intervention and prevention funding for children in Miami-Dade; he now is its chair. Named by Gov. Jeb Bush to the Florida Partnership for School Readiness, he chaired that oversight board for two terms and remains a member. He is a board member of the Foundation for Child Development in New York and the High/Scope Educational Research Foundation in Ypsilanti, Mich. In 2002-3 he chaired the Governor's Blue Ribbon Panel on Child Protection. In 2002, he was a key figure in passage of the statewide constitutional amendment that will provide high-quality pre-K availability for all 4 year olds beginning in the school year 2005 and served on the UPK Advisory Council that made recommendations in 2003 to the State Board of Education and the Legislature. He is a board member and former chair of the Miami-Dade School Readiness Coalition.

Before coming to Miami in 1989, he was publisher and executive editor of the Detroit Free Press. He came to the Free Press in 1978 from the Charlotte Observer where he was editor. He joined then Knight Newspapers (now Knight Ridder) in 1971. (During his tenure as publisher of The Miami Herald, the paper won five Pulitzer Prizes.)

He is a graduate of the University of Florida and named "Outstanding Journalism Graduate." He graduated from the Advanced Management program at the Harvard Business School in 1983. In 1988, he was honored with Knight-Ridder's top award, the John S. Knight Gold Medal. He has 10 honorary doctorates, including from his alma mater, the University of Florida. His national honors include the Ida B. Wells Award "for exemplary leadership in providing

minorities employment opportunities" and the National Association of Minority Media Executives award for "lifetime achievement in diversity." His writing awards include the First Amendment Award from the Scripps Howard Foundation and the Inter American Press Association Commentary Award. He served twice as chair of the national Task Force on Minorities in the Newspaper Business, was the 1991-92 president of the American Society of Newspaper Editors and the 1995-96 president of the Inter American Press Association.



His board activity: The Miami Art Museum and United Way (each formerly as chair), the New World School of the Arts (where he is now the chair), NCCJ and the University of Florida Foundation. As a member of the Governor's Commission

on Education, he chaired the Readiness Committee. He was the local convening co-chair of the 1994 Summit of the Americas. And he co-founded a non-profit vocational-technical school in Port-au-Prince, Haiti.

He and his wife Roberta, a graduate student in social work at Barry University, live in Coral Gables and have three daughters and two sons. His honors include: "Family of the Year" from Family Counseling Services, "Father of the Year" by the South Florida Father's Day Council, the Children's Week Chiles Advocacy Award, the Public Policy Award of the Early Childhood Association of Florida. In 2003 he was honored with Barry University's "Hope for the Children" award and the Florida Children's Forum President's Award. Nationally, he was honored in 2002 with the American Public Health Association Award of Excellence and the Lewis Hine Award for Children and Youth.

Opening Session

Lt. Gov. Toni Jennings and Mayor Buddy Dyer

Lt. Governor Toni Jennings - Florida

Toni Jennings, the 16th Lieutenant Governor of Florida, is the first woman to hold the office. A native of Orlando, Lt. Governor Jennings is a successful businesswoman and a dedicated public servant. Prior to her current role, she served as Florida's first two-term State Senate president. As Senate leader, she distinguished herself as a skilled consensus builder. She also used her background as a business leader and former fifth-grade teacher to champion workforce development initiatives in Florida and created the state's school readiness program in 1993. While in the Senate, Lt. Governor Jennings helped create a system of accountability in public education and led the development of effective solutions for the crisis created by rising workers' compensation rates.

Lt. Governor Jennings also was a driving force behind the state's successful program to move citizens from welfare to self-sufficiency, and later chaired Workforce Florida, Inc. from 2000-2002. In this role, she successfully balanced the training needs of Florida's workers with the skills required by Florida's employers. Additionally, Lt. Governor Jennings is committed to civic leadership. Before accepting the



responsibilities of Lt. Governor in March 2003, Lt. Governor Jennings served on the Florida Chamber of Commerce, the Rollins College Board of Directors, the Florida Tax Watch Board, the National Advisory Council of the Arnold Palmer Children's Hospital and the University of Central Florida Foundation Board.

In 2002, Lt. Governor Jennings was named to the Florida Women's Hall of Fame. She received a number of awards during her legislative tenure including "Florida Guardian of Small Business" by the National Federation of Independent Businesses, Florida Wildlife Association/National Wildlife Association "Conservation Legislator of the Year," and the Florida School Boards Association "Friend of Education Award." Additionally, she twice earned distinction as a "Friend of the First Amendment" by the First Amendment Foundation.

A native Floridian, Jennings is a product of the public school system and is a graduate of Wesleyan College. She has dedicated more than 24 years to serving the people of Florida. She has also earned respect in the construction industry, leading Jack Jennings and Sons, a family-owned construction company, into its 55th anniversary in 2003.

Mayor Buddy Dyer - Orlando

Mayor Buddy Dyer, the son of a shopkeeper and a long-haul truck driver, was born in the city of Orlando and raised in nearby Kissimmee. He graduated from Osceola High School in the top 10% of his class while the captain of the baseball team, MVP of the football team and vice-president of his class.

Following graduation from Osceola High School, he was awarded a scholarship to Brown University in Providence, Rhode Island. As an undergraduate, Buddy studied civil engineering and was vice-captain of the rugby team.

After graduation, Dyer returned to Florida to work as an environmental engineer. He later enrolled in the University of Florida Law School, where he was named Editor-In-Chief of the University of Florida Law Review. Even in law school, Buddy exemplified the values for which he is known, excelling in law, ethics, service and leadership. He was honored with membership in the Order of the Coif, an



honor reserved for the top 10% of the graduating class, and became a member of Phi Delta Phi, a society that

promotes high standards of professional ethics. Buddy also earned membership in the prestigious Florida Blue Key for exemplary service and leadership. Buddy graduated with honors in 1987 and received the highest score on the Florida Bar Exam that year.

In 1992, Buddy ran for the Florida State Senate and won a tough Democratic primary and run-off that few expected him to win. He went on to win the general election and was re-elected by the people of Central Florida in 1996 and 2000. Buddy's outstanding service was recognized by his colleagues who elected him to serve as the State Senate Democratic Leader for three years.

Mayor Dyer is married to attorney Karen Dyer. They have two sons, Trey (12) and Drew (7). Both are avid little leaguers.

History of UPK

The seeds of Universal Pre-Kindergarten were planted by David Lawrence, former publisher of the Miami Herald, who was already convinced of the value of early intervention in the lives of young children. After two unsuccessful attempts to pass legislation that would provide Universal Pre-Kindergarten to Florida's four year olds, it was obvious that a new strategy was needed. That strategy became a UPK constitutional amendment on the ballot by petition of the voters.

Finding someone to lead such an important effort was the next task. Alex Penelas, mayor of Florida's largest county, was a natural. As father of two young sons, he personally experienced the value and importance of quality early childhood education in his own family. He had the passion, political clout, and business acumen to undertake such an important initiative.

In 2001, the process began. Under Mayor Penelas' leadership and personal commitment to the effort, 722,000 petitions were collected. He personally met and spoke to stakeholders throughout the state at several venues to gain support and to clarify his position. Deadlines were met and Amendment 8 made it to the ballot for the November 2002 election. On November 5, 2002 voters overwhelmingly passed Amendment 8 to the Florida constitution. The amendment reads:

Section 1. Public Education. -

- (b) Every four year old child in Florida shall be provided by the State a high quality pre-kindergarten learning opportunity in the form of an early childhood development and education program which shall be voluntary, high quality, free, and delivered according to professionally accepted standards. An early childhood development and education program means an organized program designed to address and enhance each child's ability to make age appropriate progress in an appropriate range of settings in the development of language and cognitive capabilities and emotional, social, regulatory and moral capacities through education in basic skills and such other skills as the Legislature may determine to be appropriate.
- (c) The early childhood education and development programs provided by reason of subparagraph (v) shall be implemented no later than the beginning of the 2005 school year through funds generated in addition to those used for existing education, health, and development programs. Existing education, health, and development programs are those funded by the state as of January 1, 2002, that provided for child or adult education, health care, or development.

"Never doubt that a small group of committed people can change the world. In fact, it is the only thing that ever has."
- Margaret Mead

Anticipating the successful outcome of the Amendment 8, Mayor Penelas convened the first UPK Conference in Orlando at the Walt Disney World Contemporary Resort on November 15, 2002 to celebrate the victory and develop preliminary recommendations of stakeholders for consideration by policymakers. Over 750 stakeholders attended the conference and provided valuable input for consideration.

During the 2003 session, the Legislature passed a bill (CS/CS/SB 1334) in the 2003 session to implement the constitutional amendment. This legislation required the State Board of Education to submit a report to the Governor, the President of the Senate, and the Speaker of the House that includes recommendations or options on the following:

- Curriculum and standards
- High quality learning opportunity
- Quality of instruction
- Delivery system
- Assessment and evaluation
- Funding

The bill also required the State Board's recommendations or options to include best practices to improve the outcomes of school readiness coalitions and providers.

To accomplish this task, the State Board of Education established the Universal Pre-Kindergarten (UPK) Education Advisory Council on April 15, 2003. The Council met nine times from June – October 2003. Their report was finalized and presented to the State Board of Education at its October meeting. (See UPK Education Advisory Council Report and Recommendations included). The State Board of Education now has the responsibility to develop their final recommendations for the 2004 Legislature.

Mayor Alex Penelas and David Lawrence have convened UPK II: The Next Steps as the second statewide conference.

The goals of the conference are to:

- Inform stakeholders of the progress to date
- Elicit stakeholder feedback
- Develop advocacy strategies for moving UPK from concept to reality for Florida's children

It is the intent of the conveners and sponsors of this event that Florida's children and families have access to their choice of high quality UPK programs to meet their needs. It is through our joint effort and commitment that we will enable success – not only for our children but for the future of our state and all its citizens.

UPK Comparisons

FL Universal Pre-Kindergarten Conference Recommendations (November, 2002)		Universal Pre-Kindergarten Advisory Council Recommendations (October, 2003)	
Length of Day/Year		Curriculum & Learning Environment	
<ul style="list-style-type: none"> 6 hour day/180 days per year with option of wrap around services to make a full day & full year program Option paid by parent or other school readiness funds 		<ul style="list-style-type: none"> Minimum length of day: operate up to 6 hours per day Minimum length of year: 1080 w/720 contact hours of quality learning experiences addressing the curriculum of performance 	
Ratio		Ratio	
<ul style="list-style-type: none"> Adults to children should be 1:10 with a max. group size of 20 Family child care home programs with ratios of 2:16 or 1:6 		<ul style="list-style-type: none"> Minimum staffing ratio: 1:10 maximum ration with a second staff required for classes of 11-20 	
Program Administration		Service Delivery Design and Governance	
<ul style="list-style-type: none"> Create a department that encompasses more than school readiness - OR - DOE, under the Secretary of Education, serves as the lead agency with local advisory groups Funding must be flexible Phased in implementation to ensure that quality programs exist 		<ul style="list-style-type: none"> Transfer school readiness programs to the Department of Education under separate Chancellor for early learning. Maintain a local government structure with modifications to address deficiencies /conflicts in membership and operation. Establish an early learning Board to advise the State Board of Education and the Chancellor on policy personnel and resource 	
Teacher Qualifications		Professional Development	
<ul style="list-style-type: none"> Every classroom has a teacher with a 4 year degree/ certification with commensurate compensation; assistant teacher has an AS degree - OR - If teacher has less than a 4 year degree, must be supported by a resource teacher with 4 year degree; by 2005 a minimum of an AS degree for lead teachers - OR - 4 year Early Childhood degree consultant/supervisor of a maximum of 5 classrooms; all teachers minimum of CDA or equivalent and are involved in a professional development plan 		<ul style="list-style-type: none"> Establish a ratio of resource teachers to classrooms that reflects the qualification of the UPK staff, with a higher number of resource teachers to UPK staff, with a higher number of resource teachers. At least one staff (lead staff) for every 20 children to have a min. of a national Child Development Associate (CDA) certificate. Require the second staff for a group of 20 children to have a Florida CDA equivalent certificate. 5 year target: At least one staff member in each classroom will have an Associates degree in Early Childhood Education. 8 year target: At least one staff member in each classroom will have a bachelor's degree in Early Childhood Education 	
Staff Development		Skill Development	
<ul style="list-style-type: none"> Articulation agreements such as Pathways to Professionalism are made among Coalitions, technical schools, community colleges and universities to create a career ladder TEACH scholarships abundantly funded Create a coordinated system of staff training involving mentoring, coaching with continuous follow up and support. <p><i>See also recommendations in Measuring Outcomes</i></p>		<ul style="list-style-type: none"> Provide career ladder opportunities for UPK staff and administrators Include continuing education requirement for Florida CDA equivalent as, is required for the national CDA. Provide funding for resource coaching and developmental programs for UPK staff. Require individual professional development plans/supports for teachers who need them. 	
Program Curriculum Elements		Curriculum and Learning Environments	
<ul style="list-style-type: none"> Ensure all curricula meet or exceed Florida School Readiness Partnerships & NAEYC developmentally appropriate practices for 4 year olds. 		<ul style="list-style-type: none"> Organized activities should include a balance of teacher-directed and child-directed learning opportunities that are designed to address and enhance children's literacy and language, cognitive, 	

UPK Comparisons

Program Curriculum Elements (<i>cont'd</i>) <ul style="list-style-type: none"> Allocated funding to ensure comprehensive program curricula components for multiple settings including professional development for all staff, technical assistance, resources, inclusion support, family involvement and skill building, transition support, screening and assessment and program evaluation. Utilize assessment and evaluation tools to monitor and provide technical assistance to programs for continuous quality improvement. 	Curriculum and Learning Environments (<i>cont'd</i>) <ul style="list-style-type: none"> Learning activities should be designed to build on children's interests and skills to create meaningful and authentic experiences State should certify curriculum choices for centers to select plus provide a mechanism for UPK providers to request certification of other curricula. All curriculum choices should be: age appropriate, child-directed, research-based (especially concerning literacy and early learning), designed to promote all domains, consistent with Florida Statutes and affordable.
Partnerships with Providers and Schools <ul style="list-style-type: none"> Include all stakeholders, including but not limited to, public and private school, private for-profit, not-for-profit and faith-based providers, family childcare homes, Head Start, and families, Coalitions and 4C's as equal partners in the development, implementation, delivery and accountability of a high quality UPK system. Provide equitable funding and other resources—including TA, professional development, and materials—to implement a high quality comprehensive model adopted by all stakeholders that will be the basis for all UPK partners. Establish a formal streamlined procurement process based on minimum provider eligibility and an agreement for services provided. 	Community Partnerships <ul style="list-style-type: none"> Program should address vision, hearing, social and emotional development and health issues through linkages with community partner agencies. Application used by parents for UPK Program enrollment should inventory the child's needs and service history (including Medicaid eligibility). Establish referral process for wrap-around services (funded from other sources) for children who need additional supports. Develop partnerships with county government, public health departments, Children's Services Councils, libraries, business and retirees as partners. Use universities and community colleges to provide interns and deliver training for professional development.
Comprehensive Services <ul style="list-style-type: none"> Assure access and funding for comprehensive services that should follow the child/family, regardless of setting. Comprehensive services must be based on and designed to meet the individual needs of each child. Support families as an integral part of their child's development and education, maximizing opportunities for participation and involvement. Set aside funding dedicated specifically to family involvement and support. Replicate Head Start's comprehensive service model for all children and families. <p><i>See also recommendations in Measuring outcomes.</i></p>	Parental Involvement <ul style="list-style-type: none"> Staff in UPK programs should respect and support the role of parents as their child's first and most vital teacher. UPK program participation should include an expectation of parental involvement in getting their children "ready for school." Parent education and enrichment opportunities shall be an integral part of UPK programs; curriculum must include a parental involvement component. Opportunities and resources should be offered in the language most familiar to the parent; programs should establish literacy programs to target parents, especially mothers, who are not literate. Include in the application/entry process for UPK programs opportunities to get information regarding parental involvement and provide parents with supports.
Measuring Outcomes <ul style="list-style-type: none"> Quality Environments: All pre-k programs should reflect high quality standards, have parity across programs, and use reliable and valid research-based indicators. Programs should foster active learning, assist in the development of pro-social behaviors and be inclusive. Increase the number of high quality 4-year-old classrooms available. Identify a statewide-standardized measure of high quality programs and classroom environments. 	Accountability <ul style="list-style-type: none"> Statewide performance measure: At least 90% of students who complete the Pre-K program are assessed as "ready" upon entering kindergarten. Quality should be consistent across public and private settings. Programs should be measured on quality of the learning environment and interaction between children and staff. Programs must be in compliance with all applicable statutory and regulatory (licensure) requirements, including adult-to-student ratio, and minimum square footage.

UPK Comparisons

Measuring Outcomes (<i>cont'd</i>)	Accountability (<i>cont'd</i>)
<ul style="list-style-type: none"> • Comprehensive Services: All children and families should be able to access educational and comprehensive health, dental, developmental, social, emotional and behavioral services. • Community partners must collaborate to maximize resources. • Develop community surveys. Identify replicable program models that include monitoring components; comprehensive needs assessment and family participation. • Every program will have a process to identify family strengths and needs and refer families to appropriate services. • Professional Changes: Make sure teachers are engaged and trained in the outcome measures to be used, and that the data collected be useful for teachers and be integrated into their work. To examine changes in the professional development of pay, retention and knowledge of readiness strategies. • Measure the progress of teachers through an accepted career lattice across systems. • Increase the numbers of teachers who meet qualifications for UPK standards. • Insure that dollars are available to recruit, train and maintain a quality force of teachers. 	<ul style="list-style-type: none"> • Programs should measure a continuum of performance; establish baseline for child and program and evaluate progress against the baseline. • Statewide expectations should be established for planning, distribution and use of funds and other resources.
	Assessment
	<ul style="list-style-type: none"> • State should define essential elements that assessment instruments should address, yet allow flexibility in selection from a limited, defined set of instruments. • Assessment instruments should: <ul style="list-style-type: none"> Include educational and developmental screening to identify need for services and be prescriptive so parents and teachers know how to address child needs; Be comparable and consistent in measurement; Include a variety of data sources; Be skill-focused, clearly written and research-based; Reflect progress made toward a standard in addition to whether the goal was reached or not; Accommodate bilingual students. • Assessment schedule: <ul style="list-style-type: none"> Assessments should be conducted at beginning and end of year. Parents should receive regular periodic assessments of child progress and developmental and educational needs. Use trends and multiple observations, not single observations. • Program assessment tools should be validated and administered by a reliable third party. • Assessment procedures should not be too complicated or extensive for the child, too burdensome for the assessors, too time-consuming or too expensive. • Develop effective linkages for kindergarten transitions and ensure that assessment information (pre/post) is shared with kindergarten teacher.

Universal Pre-kindergarten Advisory Council

On April 15, 2003, the State Board of Education established an Advisory Council to make recommendations for the implementation of a quality program consistent with the requirements of the constitutional amendment. Chaired by Lt. Gov. Toni Jennings, the Advisory Council includes 20 members representing the school readiness system and the business community.

Lt. Governor Toni Jennings

Chairperson

Sister Roberta Bailey, OSB

At-Large Representative

Gustavo Barreiro

Representative, District 107

Florida House of Representatives

Scott Clemons, Esquire

At-Large Representative

H.G. (Butch) Cronon

At-Large Representative

Rudy Garcia

Senator, 40th District

Florida Senate

Barbara Hodges

Faith-Based Provider

Jackie Kolk, Esquire

At-Large Representative

R. Kirk Landon

At-Large Representative

David Lawrence

President, The Early Childhood Initiative Foundation

Nancy Lieberman

*Director, PreK Programs for Children with Disabilities,
Broward County Schools*

Nelson Luis

*General Director, Division of Supportive Services,
Hillsborough County Schools*

Barbara Mainster

At-Large Representative

David Miller

Superintendent, Wakulla County School Board

Dr. Carmen Nicholas

*Head Start Director,
Palm Beach County Board of County Commissioners*

Susan Pareigis

Secretary, Agency for Workforce Innovation

Susan Story

At-Large Representative

James Warford

Chancellor, K-12 Programs, Florida Department of Education

Thelma Washington

Director, Gertrude Walden Child Development Center

Katherine Wilson, Esquire

Chairperson, Duval County School Readiness Coalition

Recommendations for Florida Universal Pre-kindergarten Education

ACCOUNTABILITY

Guiding Principle: Focus on outcomes and accountability

Characteristics of High Quality

- Expectations for accountability extend to child outcomes, teachers, parents, and the legislature
- Consistently high-performing programs regardless of geographic location or provider type
- Recognize the uniqueness of each child; establish a multi-track process that validates outcomes in all socio-economic backgrounds
- Ensure that children have functional use of oral language to interact effectively with others

Recommended Standards

- A statewide performance measure should be established requiring that at least 90% of children who complete UPK are assessed as "ready" upon entering kindergarten
- Quality should be consistent across public and private settings
- Programs should be measured on quality of the learning environment and interactions between children and staff
- Programs must comply with all applicable licensure and statutory requirements, including adult-to-child ratios, minimum square footage, and hours per day
- Programs should measure a continuum of performance in all domains with progress evaluated against child and program baseline data
- Statewide expectations should be established for planning and resource allocation and use

UPK Recommendations

ASSESSMENT

Guiding Principle: Focus on outcomes and accountability

Characteristics of High Quality

- Individualized learning experience linked to ongoing assessment of each child's needs regardless of child's background
- Recognition that outcomes for children may be different given individual needs; rates of learning may be different
- Use of a statewide assessment of child outcomes that includes both diagnostic and prescriptive components, but avoids stigmatizing children

Recommended Standards

- The State should define essential elements that assessment instruments should address, yet allow flexibility in selection from a limited, defined set of instruments
- Assessment instruments should
 - include educational and developmental screening to identify need for services and be prescriptive so parents and teachers know how to address children's needs
 - be comparable and consistent in measurement
 - include a variety of data sources
 - be skill-focused, clearly written, and research-based
 - reflect progress made toward a standard in addition to whether the standard was reached or not
 - accommodate non-English speaking children and children with disabilities
- Assessments should be conducted at the beginning and end of each year.
- Parents should receive regular periodic assessments of child progress and developmental and educational needs
- Assessments should use trend data and multiple observations, not a single observation
- Assessment procedures should not be too complicated or extensive for the child, too burdensome for the assessors, too time-consuming, or too expensive
- Retain requirement for uniform screening for all children entering kindergarten
- Develop effective linkages for kindergarten transitions and ensure that assessment information (pre/post) is shared with the kindergarten teacher

COMMUNITY PARTNERSHIPS

Guiding Principle: Involve public/private partnerships

Characteristics of High Quality

- Ensure that children are ready for the learning experience and recognize that the child's basic needs must be met through coordination with other state agencies or private partnerships

Recommended Standards

- Program should address vision, hearing, social and emotional development, and health issues through linkages with community partner agencies
- Applications used by parents for UPK program enrollment should inventory the child's needs and service history (including Medicaid eligibility)
- Establish referral process for wrap-around services (funded from other sources) for children who need additional supports
- Link with current early care and education resources in the community:
 - single point of entry through resource and referral function
 - current providers
 - early intervention professionals and Child Find
- Develop partnerships with county government, public health departments, Children's Services Councils, libraries, business, and retirees
- Use universities and community colleges to provide interns and deliver training for professional development

PARENTAL INVOLVEMENT

Guiding Principle: Offer parental choice and opportunities for involvement.

Characteristics of High Quality

- Respectful partnerships between parents and teachers; respectful of cultural diversity; sensitive to the needs of second-language learners
- Opportunities for all parents to “grow with” their child and develop parenting skills; partner with other providers/agencies for resources and services for families

Recommended Standards

- Staff in UPK programs should respect the role of parents as their child’s first and most vital teacher
- Programs should have strong expectations of parental involvement and encourage parents to be involved in getting their children “ready for school”
- Require that the curriculum include a parental involvement component
- Parent involvement opportunities and resources should be offered in the language most familiar to the parent
- Parent education and enrichment opportunities should be an integral part of all UPK programs
- Programs should link to literacy programs to target parents who are not literate
- Include in the application/entry process for UPK programs opportunities to get information regarding parental involvement and provide parents with supports

CURRICULUM AND LEARNING ENVIRONMENT

Guiding Principle: Emphasize developmentally appropriate practices.

Characteristics of High Quality

- Literacy-focused, age-appropriate curriculum; family literacy opportunities
- Responsive to children with disabilities and those with special needs, including non-English speaking children; consider incentives for programs
- Customized and focused on the needs of the individual child
- Multi-sensory approach to early literacy; hands-on approach that includes the research-based components (phonics, vocabulary, etc.) of reading
- Must be fun and instill a love for learning
- Learning environments with low child-to-teacher ratios and appropriate learning materials and curricula

Recommended Standards

Curriculum

- Organized activities include a balance of teacher-directed and child-directed learning opportunities that are designed to address and enhance children’s literacy and language, cognitive, emotional, social, self-regulatory and moral capabilities
- Learning activities should be designed to build on children’s interests and skills to create meaningful and authentic experiences
- The State should certify curriculum choices for programs to select plus provide a mechanism for UPK providers to request certification of alternative curricula
- All curriculum choices should be
 - age-appropriate
 - research-based (especially concerning early literacy)
 - designed to promote all domains
 - consistent with Florida Statutes
 - affordable
- Ensure appropriate requirements are in place for outdoor play space as well as indoor space

Quantity

- Maximum class size: Maximum of 20 children in a single class
- Minimum class size: 5 with exceptions (flexibility) allowable to meet unique community or child needs
- Minimum length of year: 1080 hours with at least 720 contact hours of quality learning experience addressing the

UPK Recommendations

curriculum and performance standards

Curriculum & Learning Environment (cont'd)

Ratio

- Minimum staff ratio: 1:10 ratio, with a second staff required for classes of 11 – 20 children

Quality

- Regardless of setting, programs must meet Gold Seal Standards or Southern Association of Colleges and Schools (SACS) accreditation within one year of UPK program implementation
- Establish a time-limited waiver for the Gold Seal or SACS requirement for program providers to obtain accreditation within 12 months after UPK implementation

PROFESSIONAL DEVELOPMENT

Guiding Principle: Employ qualified staff.

Characteristics of High Quality

- Systematic and structured on-going staff development for all providers **Characteristics of High Quality**
- All providers having access to the same quality staff development in key areas such as curriculum delivery and serving children identified with special needs, those with disabilities, or non-English speaking children

Recommended Standards

Minimum Qualifications

- Require at least two staff for every 20 children to have a minimum of a national Child Development Associate (CDA) certificate or a Florida CDA Equivalent certificate
- Establish a multi-level reimbursement system that is based on qualifications of staff
- Provide incentives for high performance in achieving positive outcomes

Skill Development

- Provide funding for resource teachers to provide coaching and development of programs for UPK staff, including assistance to meet the needs of non-English speaking children and children with disabilities
- Establish a ratio of resource teachers to classrooms that reflects the qualifications of the UPK staff, with more resource teachers in cases where the staff hold a CDA and fewer where staff hold a bachelor's degree
- Establish a continuing education requirement for the Florida CDA Equivalent, as is required for the national CDA, which includes effective practices for increasing parental involvement
- Require a continuing education component for UPK staff and administrators including, but not limited to, meeting the needs of non-English-speaking children and children with disabilities
- Require individual professional development plans/supports for UPK staff who need them
- Provide career ladder opportunities for UPK staff and administrators

Phased Implementation

- Establish a waiver for the requirement for the second CDA in the classroom to allow time for staff to upgrade their certification. Establish rigid criteria for the waiver, and ensure that it is time-limited to 12 months after UPK implementation
- 5-year target: At least one staff member in each classroom will have an associate's degree in Early Childhood Education
- 8-year target: At least one staff member in each classroom will have a bachelor's degree in Early Childhood Education

COSTS AND RESOURCES

Guiding Principle: Be supported by adequate resources.

Recommended Standards

- UPK funding will support up to a six-hour program day of which a minimum of four hours must be high quality instruction
- All funding that currently supports early learning services for eligible four-year old children should be used to the maximum degree possible in implementing Florida's UPK program, including wrap-around and extended day services, consistent with applicable laws and regulations

- Communities should collaborate through public/private partnerships on increasing capacity to serve four-year-old children; resources in local communities must be considered including churches, community centers, current child care providers, local government facilities, and business locations
- Consider a one-time per-child allocation for start-up costs for UPK programs

SERVICE DELIVERY DESIGN AND GOVERNANCE

Guiding Principle: Be supported by adequate resources.

Characteristics of High Quality

- Inclusive of the widest possible array of providers, including family-based providers

Recommended Standards

Service Delivery Design

- It is important to have a diverse provider system for the UPK program to support parental choice and maximize use of existing program capacity and community resources
- There must be a concerted effort to build physical and program capacity for UPK implementation in each local community through partnerships with local governments, community and faith-based organizations, and businesses

Local Governance

- Maintain a local governance structure with modifications to address deficiencies/conflicts in membership and operation
 - Consolidate administrative functions to minimize the number of local coalitions, while assuring that program planning, service coordination, and fund allocation address the specific needs of each county.
 - Financial decisions of local coalitions must be “non-conflicted.” Voting members of local coalitions should not have financial interests that pose a conflict with the larger public interests addressed by the coalition. To this end, a voting majority of local coalition members should be persons who do not have a substantial financial interest in the design or delivery of school readiness services in Florida.
 - Ensure that all key stakeholders are represented in planning and service coordination discussions and decisions
 - Reinforce existing statutory requirements on ethics and conflicts of interest.
 - Provide local coalitions appropriate operating procedures, guidelines, and training relevant to membership and operations with specific attention to ethics, including areas of potential conflict
 - Revise current membership requirements to reflect changes in role and to address need for local flexibility and for representation from the private business sector, which may affect the coalition’s size
 - In revising membership requirements for local coalitions, include representation from post-secondary education providers, programs for infants and toddlers with disabilities under Part C of the Individuals with Disabilities Education Act, consumers/parents, and family child care homes
 - Include provisions for coalitions to submit nominations for membership for consideration
 - At least 51 percent of voting members must be private sector, non-conflicted members, and the chair must be a private-sector business non-conflicted member

State Governance

- Transfer school readiness programs to the Department of Education under separate Chancellor for Early Learning who will report to the Commissioner of Education
- The State Board of Education has final authority for rules, etc.
- Establish an Early Learning Board (e.g., functioning like the Board of Governors for Universities appointed by Governor) to advise the State Board of Education and the Chancellor on policy, personnel, and resources
- The Early Learning Board should include persons who represent the community and who are knowledgeable of early childhood programs (including Head Start)
- The Early Learning Board must develop a well-defined state implementation plan for UPK that includes a strong fiscal and program accountability structure, and which must be approved by the State Board of Education.
- Local coalitions must be provided technical assistance and guidance. The Chancellor must have the authority to require corrective action by the local coalitions
- No additional positions or funds should be provided for state-level administration of the UPK program than are used for state-level administration of the School Readiness program for FY 2004-2005

Overview of Workshops

The following is a list of workshops for each session. The workshops will be team facilitated by a National Facilitator and a State Facilitator.

Session I: Interest Areas - 2:00 p.m. - 3:45 p.m.

Professional Development

State Facilitator: Beverly Esposito, Florida Children's Forum (Tallahassee)

National Facilitator: Renee Abdullah, UVSO Vailsburg Child Development Center (New Jersey)

Accountability & Assessment

State Facilitator: Sharon Carnahan, Rollins College (Winter Park)

National Facilitator: Lorraine Cooke, Egenolf Center (New Jersey)

Curriculum & Learning Environment

State Facilitator: Pamela Phelps, Creative Center for Childhood Research & Training (Tallahassee)

National Facilitator: Julianna Burmesch, Wausau School District (Wisconsin)

Serving Children with Disabilities and Special Needs & Non-English Speaking Families

State Facilitator: Susan Gold, Mailman Center for Child Development (Miami)

National Facilitator: Jennifer Lester, Sheltering Arms Child Development and Family Support (Georgia)

Parent Involvement

State Facilitator: Conni Wells, Florida Institute for Family Involvement (Crawfordville)

National Facilitator: Lynn Gabriel, Children's Services Society (Wisconsin)

Service Delivery Design & Governance

State Facilitator: Phyllis Kalifeh, Florida Children's Forum (Tallahassee)

National Facilitator: Libby Doggett, Trust for Early Education (Washington D.C.)

Community Partnerships

State Facilitator: Lynn Groves, Success By 6, United Way (Tallahassee)

National Facilitator: Steven Dow, Community Action Project of Tulsa County (Oklahoma)

Session II: Program Settings - 4:15 p.m. - 6:00 p.m.

School-Based Programs

State Facilitator: Joy Frank, Florida Association for District School Superintendents (Tallahassee)

National Facilitator: Juliana Burmesch, Wausau School District (Wisconsin)

Family Child Care Homes

State Facilitator: Tammy Tener, Florida Family Child Care Home Association (Oviedo)

National Facilitator: Aniberca Rosario, Licensed NY Family Care Provider (New York)

Parents/Homeschool Support

State Facilitator: Mary Lindsey, University of South Florida (Tampa)

National Facilitator: Lynn Gabriel, Children's Service Society (Wisconsin)

Center-Based Programs (Private Child Care)

State Facilitator: Danny Morris, Florida Association for Child Care Management (Tarpon Springs)

National Facilitator: Lorraine Cooke, Egenolf Center (New Jersey)

Head Start Programs

State Facilitator: Mary Bryant, Head Start State Collaboration Office (Tallahassee)

National Facilitator: Steven Dow, Community Action Project of Tulsa County (Oklahoma)

Faith-Based Programs

State Facilitator: Ellen McKinley, Child Development Education Alliance (Orange Park)

Margie Zeskind, Helene and A.B. Wiener Early Childhood Development Center for the Advancement of Jewish Education (Miami)

National Facilitator: Twila Rohring, First Baptist Church Sonlight Preschool (Oklahoma)

These workshops are designed to engage participants in an active discussion on the recommendations from the Universal Pre-Kindergarten Advisory Council. Each of the topics present challenges to the current system and are replete with opportunities to improve services for all children. Participants will be encouraged to develop recommendations and strategies to achieve the goals of a high quality UPK program for Florida's four year olds.

Professional Development

State Facilitator: Beverly Esposito, Florida Children's Forum

National Facilitator: Renee Abdullah, UVSO Vailsburg Child Development Center

How can we build a qualified workforce sufficient to meet the needs of UPK? Recommendations require that teachers and support teachers possess, at a minimum, a Child Development Associate (CDA) or state equivalent. Higher reimbursements are recommended based on the educational levels of the teachers. Long term goals are that at least one UPK teacher per classroom will possess an associates degree in five years and a bachelors degree within eight years. This session will review the recommendations and brainstorm strategies to support this critical component.

Accountability & Assessment

State Facilitator: Sharon Carnahan, Rollins College

National Facilitator: Lorraine Cooke, Egenolf Center

How can we be accountable ensuring that Florida's investments in UPK will be wisely spent? Children deserve high quality programs and tools to assess their progress must be appropriate and tell us what we need to know. Assessment is a valuable tool to assist in understanding the child's developmental level for program planning. This session will review the recommendations for both accountability and assessment and explore opportunities to ensure that the system supports appropriate strategies and methodologies to strengthen positive outcomes for children.

Curriculum & Learning Environment

State Facilitator: Pamela Phelps, Creative Center for Childhood Research & Training

National Facilitator: Julianna Burmesch, Wausau School District

What should be taught to young children in UPK and where? Recommendations include selecting a research based curriculum with a strong focus on literacy from a list of approved models. Gold Seal (accredited) programs are recommended as the required standard with teacher-child ratios no greater than 1:10 and group sizes no greater than 20 children. This session will review the recommendations for this area and how we can build the supply of eligible programs to meet the demand.

Serving Children with Disabilities and Special Needs & Non-English Speaking Families

State Facilitator: Susan Gold, Mailman Center for Child Development

National Facilitator: Jennifer Lester, Sheltering Arms Child Development and Family Support

The constitutional amendment clearly states that Florida will offer a free, voluntary, high quality universal prekindergarten program for all four year olds by September, 2005. How will Florida meet the demand to ensure that services are available for children with disabilities as well as non-English speaking families? This session will explore both the challenges and the opportunities to design systems to truly meet the needs of all children.

Parent Involvement

State Facilitator: Conni Wells, Florida Institute for Family Involvement

National Facilitator: Lynn Gabriel, Children's Services Society

How do we support the critical role of parents through UPK recognizing that parents are the primary educators of their children? The recommendations include an assurance that parents are offered their choice of approved settings and opportunities for involvement. Curricula should include a component for parent involvement along with literacy support for parents who need it. Parent involvement opportunities should be available in the parent's primary language. This session will focus on the opportunities to engage parents in meaningful ways.

Service Delivery Design & Governance

State Facilitator: Phyllis Kalifeh, Florida Children's Forum

National Facilitator: Libby Doggett, Trust for Early Education

Where should UPK be offered and how should the program be structured at the local and state level? Recommendations are to develop an inclusive approach to service delivery to include the widest possible array of providers (public, private, faith based, and family child care). Building on existing efforts for young children in communities is fundamental. State level governance recommendations include transferring school readiness programs to the Department of Education under a separate Chancellor for Early Learning. This session will engage participants in a dialogue on the opportunities this presents and potential strategies as we move forward.

Community Partnerships

State Facilitator: Lynn Groves, Success By 6, United Way

National Facilitator: Steven Dow, Community Action - Project of Tulsa County

Developing and maximizing resources and partnerships will be a hinge pin for success. How can UPK take advantage of existing community resources as well as develop new partnerships to ensure the availability of an array of services for children and system supports? Recommendations include ensuring that linkages are established to address child needs (vision, dental, hearing, social and emotional), family needs, and professional development opportunities. This session will provide an opportunity for participants to explore the possibilities that exist to ensure success.

The UPK Advisory Council embraced a philosophy of inclusiveness with regard to the locations where UPK might be offered recognizing that “one size doesn’t fit all” to meet every child’s needs. These workshops will provide an opportunity for participants to break into groups by the types of program settings where UPK services might be delivered. Based on the overall recommendations from the UPK Advisory Council, what challenges and opportunities are present to ensure the widest possible array of high quality program options for families? How can we engage the early care and learning community of providers to prepare for the influx of four year olds by 2005? Join with other colleagues in similar settings to develop solutions and recommendations in moving one step closer to the vision of a high quality UPK program for Florida’s four year olds.

School-Based Programs

State Facilitator: Joy Frank, Florida Association for District Superintendents
National Facilitator: Juliana Burmesch, Wausau School District

Family Child Care Homes

State Facilitator: Tammy Tener, Florida Family Child Care Home Association
National Facilitator: Aniberca Rosario, Licensed NY Family Child Care Provider

Center-Based Programs (Private Child Care)

State Facilitator: Danny Morris, Florida Association for Child Care Management
National Facilitator: Lorraine Cooke, Egenolf Center

Head Start Programs

State Facilitator: Mary Bryant, Head Start State Collaboration Office
National Facilitator: Steven Dow, Community Action Project of Tulsa County

Faith-Based Programs

State Facilitators: Ellen McKinley, Child Development Education Alliance
Margie Zeskind, Helen and A.B. Weiner Early Childhood Development Center for the Advancement of Jewish Education
National Facilitator: Twila Rohring, First Baptist Church Sonlight Preschool

Parents/Homeschool Support*

State Facilitator: Mary Lindsey, University of South Florida
National Facilitator: Lynn Gabriel, Children’s Service Society

**It is not intended that parents would be paid for providing a pre-kindergarten program for their own children at home. This session will focus on supports that could or should be extended to parents who home school their four year olds recognizing that the goal is for all children to arrive at school ready to learn and succeed.*

Meet our Guest Speakers

Amy Wilkins, Executive Director of the Trust for Early Education and Philip Handy, Chairman of the Florida Board of Education



F. Philip Handy is the Chief Executive Officer of Strategic Industries; a worldwide diversified service and manufacturing company owned principally by Citigroup Ventures. He also serves as Chairman of the Florida Board of Education, a seven person board appointed by Governor Jeb Bush, which has constitutional responsibility for Florida's educational system (kindergarten through graduate school, 3.5 million students and a \$21 billion budget). Mr. Handy earned a Bachelor of Arts in Economics, and graduated Cum Laude from Princeton University and later earned an MBA from Harvard Business School. He also served six years in the US Army Reserve and was honorably discharged in 1973.

In August 2000, Mr. Handy was appointed by Governor Jeb Bush to the Education Governance Reorganization Task Force, and was later elected chairman. The Task Force was charged to recommend a plan for a smooth and timely transition of Florida's current educational governance

system to the new seamless, student-centered kindergarten through graduate school system.

Mr. Handy serves as a member of the Board of Directors and on the Executive Committee of the Governor's Florida Council of 100. In 1989 and 1990, he served on the Governor's Commission on the Future of Florida's Environment, which helped create Preservation 2000. In September 1989, he was appointed by the Governor to the Board of Directors of PRIDE of Florida (Prison Rehabilitative Industries and Diversified Enterprises, Inc.) and served as Chairman of the Board until December 1992. Mr. Handy was a long distance runner who has successfully completed the New York, London and Sydney marathons. He is a passionate mountain biker.



Amy Wilkins is the Executive Director of the Trust for Early Education (TEE). TEE was established in 2002 to provide a strong and effective voice in support of high-quality, voluntary preschool for all three and four-year olds. An experienced political and community organizer, Ms. Wilkins works at the state and federal level to educate policymakers, the media and the general public about the improved outcomes quality preschool offers America's children in school and in life.

Prior to being named Director of TEE, Ms. Wilkins coordinated the Education Trusts' Policy, Governmental Affairs, Research and Communication office, where she advocated for standards-based k-16 reform. She played a key role in the fight for key provisions in the Leave No Child Behind Act of 2002 including measures to: hold schools accountable for closing the achievement gap that separates low income and minority students from others,

improve the quality of teachers, and provide parents and other stakeholders with more and better information about student achievement and teacher quality.

Before arriving at the Education Trust, Ms. Wilkins worked at the Children's Defense Fund—the nation's largest child advocacy organization—on child care and Head Start issues. While there, she was instrumental in passage of the Child Care Development Block Grant legislation, which established the first federal child care funding initiative since World War II.

Ms. Wilkins has also served in media and policy roles at the Democratic National Committee, and the White House Office of Media Affairs. She is a native of Washington, D.C. where she lives with her husband and young son.

National Facilitators



Renee Abdullah

Associate Director of Youth and Children's Programs

UVSO Vailsburg Child Development Center

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Renee Abdullah is an early childhood educator and administrator at the Vailsburg Child Development Center in Newark, New Jersey. Since beginning her career, Mrs. Abdullah has gone from classroom teacher to early childhood advocate. Mrs. Abdullah has been very instrumental in the universal pre-k efforts in New Jersey. Her most recent efforts involved serving as a participant with Build New Jersey: Partners for Early Learning-Assessing the Early Learning Infrastructure in N.J. and the Newark Lighthouse Initiative under the direction of the Association for Children of New Jersey. Other efforts include a television interview for a production on "Early Learning and the Abbott Ruling" with Caucus New Jersey/Channel 13. Mrs. Abdullah expands her professional knowledge into the areas of conference facilitator and teacher training providing advisement for Para-professionals seeking the Child Development Associate Certification as well as facilitating workshops for her staff and other early childhood professionals within the Newark school district and throughout New Jersey. Workshop topics include professional Development, Ethical Conduct for early care professionals and various preschool curriculum topics. Mrs. Abdullah also serves as a member of both the national and local affiliate of the National Association for the Education of Young Children (NAEYC).



Julianna Burmesch

Principal and Pre-kindergarten Program Coordinator

Wausau School District

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Julianna Burmesch is Principal and Coordinator of the Pre-kindergarten Programs in Wausau, Wisconsin where she has worked to build a community-wide collaboration for the pre-kindergarten education of 3 and 4-year-old students. She supervises the instruction of 360 students in 10 locations including 7 classrooms located in child care settings. Seventeen percent of her students have identified special needs and 17% are English language learners. Julie has worked closely with child care agencies and Head Start to serve children with special needs in natural settings. Forty-eight percent of the special needs students enrolled in the Wausau Preschool Programs are served solely in natural environments. Julie presents and consults with school districts and community organizations on the development of collaborative pre-kindergarten programs, assessment and education of English Language Learners, the development of pre-kindergarten curriculum, child management and parenting.



Lorraine Cooke, Ed.D.

Executive Director

Egenolf Center

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Lorraine Cooke is the Executive Director/Principal of Egenolf Early Childhood Center, a nationally accredited community based program for early care and education. When the New Jersey Superior Court mandated preschool services for three and four-year-old children in the "special needs" districts, the center engaged in a collaborative relationship with the school district. Because of her involvement with the preschool initiative, Dr. Cooke became involved in advocacy at the state level as a member of the Early Care and Education Coalition, comprised of preschool stakeholder groups, and created the Early Childhood Coalition, the lead advocacy group for Directors of collaborating community providers. She is the Past President of the New Jersey Association for the Education of Young Children and currently holds the position as Public Policy Chair.

National Facilitators



Libby Doggett

Director of the State Program

Trust for Early Education (TEE)

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A passion for making our country a better place for children is the driving force in Libby Doggett's career. That passion led her to the Trust for Early Education (TEE) where she directs their efforts to educate state policy makers, the media and the general public about the potential that preschool offers to improve outcomes for America's young children.

TEE is working in Illinois, New York, Pennsylvania, New Jersey, Massachusetts, North Carolina, Oklahoma, Arkansas, Florida and Wisconsin and is primarily funded by The Pew Charitable Trust. Libby holds a Ph.D. from the University of Texas in Early Childhood Special Education and is adjunct faculty member at the Georgetown Center for Child and Human Development in the Department of Pediatrics. During her undergraduate years at the University of Texas, she met her husband Lloyd Doggett, currently the U.S. Representative serving Austin, Texas. The Doggetts have two daughters.

Steven Dow

Executive Director

Community Action Project of Tulsa County

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UNIVERSAL PRE-KINDERGARTEN
CONFERENCE II:

THE

Next Steps



Lynn Gabriel

Wausau School District's Early Childhood Outreach Liaison

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Lynn Gabriel majored in Social Work at Valparaiso University and graduated from St. Peter's Lutheran College in Brisbane Australia. For the past nine years, Lynn has worked in many capacities with Children's Service Society of Wisconsin and is currently involved with the outreach for the Birth to School Program distributing information about developmental and referrals to parents at birth. She also provides

support to eight preschool sites making decisions affecting policy and resource distribution. She provides ongoing parenting classes. Lynn serves on many community initiatives to promote early learning including *Ready to Read*, *Birth to Six* and *Start Right*.

National Facilitators



Jennifer Lester

Center Director - East Lake Center

Sheltering Arms Child Development and Family Support

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Jennifer Lester holds over six years in social services with areas of specialization including substance abuse, child abuse, and working with children with special needs. She holds a Master of Arts - Psychology from the Georgia School of

Professional Psychology. She currently serves as the Center Director for Sheltering Arms Child Development and Family Support where she oversees the Advisory Board, Policy Council and Early Head Start Program. Jennifer is an Education Advisor on the East Lake Community Board and is a member of the Georgia Council on Child Abuse.



Twila Rohring

Director and Lead Teacher

First Baptist Church Sonlight Preschool

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Twila Rohring is a graduate of the University of Oklahoma with a BS degree in Home Economics with additional studies in Early Childhood Education. She is certified in both Home Economics and Early Childhood. Twila has been the Director and Lead Teacher of First Baptist Church Sonlight Preschool in Norman, Oklahoma since its beginning in 1995. She led the church to begin a collaboration between First Baptist Church Sonlight Preschool and Norman Public Schools in the Spring of 2002. Twila and her husband, Dan, are the parents of three teenagers.



Aniberca Rosario

Licensed Family Child Care Home Provider

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Born and raised in the Dominican Republic where she earned her Bachelors and Masters in Education, Aniberca Rosario moved to New York in 1987. In 1997, she initiated The Young Achievers Center, Inc. (YACI), a New York Licensed Group Family Child Care organization where children experience loving care and quality learning. She signed a five year contract in conjunction with New York's Universal Pre-Kindergarten Program and over the past six years, YACI has had four UPK graduations with 132 graduates and has served a total of 246 low and middle income families. She is currently working in collaboration with Bank Street College and Cornell University in the "Community of Learners Project."

State Facilitators



Mary Bryant

Director

Head Start State Collaboration Office

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Mary E. Bryant is the Director of the Florida Head Start State Collaboration Office where she provides support, advocacy and leadership to efforts to develop and promote high quality services for young children and their families in Florida, the southeast and throughout the United States. Prior to joining the Head Start State Collaboration Office, Mary served as Director of Education and Workforce Development at the Lawton and Rhea Chiles Center for Healthy Mothers and Babies, a maternal and child health research institute at the University of South Florida. Mary also served as Special Assistant for Children's Issues to Governor Lawton Chiles of Florida where she was responsible for coordinating the Governor's Children's Initiative. This experience followed 6 ½ years as an administrator of early childhood programs in the Florida Department of Education and 14 years of teaching and related school district experience working with children from preschool through the elementary grades. Mary received her Bachelor of Science and Master of Science degrees in Early Childhood Education from Florida State University.



Sharon Carnahan, Ph.D.

Professor and Chair

Department of Psychology - Rollins College Child Development Center

Winter Park, FL 32789-4499

scarnahan@rollins.edu

Sharon Carnahan is a Professor of Psychology and Director of the Rollins College Child Development Center. She holds a Ph.D. from the University of North Carolina at Chapel Hill. On the faculty since 1990, she has taught courses in developmental psychology, family-centered care, cross-cultural child development, early-childhood interventions, developmental screening and assessment, and psychology of religion. She is often a consultant on child development issues and has published numerous articles on the topic. Her grant-funded projects have included a five year evaluation of Healthy Families Orange County, and Screen for Success, a training initiative for early childhood education providers. She recently collaborated on a 100-site study of School Readiness curricula in 4-year-old classrooms. Dr. Carnahan is the Orange County School Readiness Coalition Community Partner of the year for 2003. Her areas of expertise are developmental psychology and program evaluation.

Beverly Esposito, Ph.D.

Vice President of Professional Development

Florida Children's Forum

2807 Remington Green Circle, Tallahassee, FL 32308; (850) 681-7002

besposito@fcforum.org



Beverly Esposito is the Vice President of Professional Development for the Florida Children's Forum where she is responsible for leadership in program development, implementation, and evaluation with regard to professional development for the early care and education workforce. She currently serves as Project Director for the School Readiness Quality Initiative under the direction of the Florida Partnership for School Readiness. Dr. Esposito has over 25 years of experience in early childhood education and early childhood special education. In 2002-2003, Dr. Esposito served as a Facilitator for the *Florida Universal Pre-K Conference: A Brand New Day* (November 15, 2002, Orlando, FL) and participated in the UPK Stakeholder Workgroup which convened in Tallahassee in January 2003.

State Facilitators



Joy Frank

Legal Counsel

Florida Association of District School Superintendents

208 S. Monroe, Tallahassee, FL 32301; (850) 668-3387

Jfrank2546@aol.com

Joy Frank is the General Counsel and Legislative Liaison for the Florida Association of District School Superintendents. In this capacity, Ms. Frank represents public school interests, including early childhood education, before the Florida Legislature and the Department of Education. Ms. Frank was instrumental in the publication of two white papers relating to the Universal Prekindergarten Constitutional Amendment on behalf of the Florida Association of District School Superintendents. The first white paper was in support of the amendment and the second outlined implementation issues. She has also served on several school readiness committees and provided technical assistance to school districts on the implementation of the School Readiness legislation. Ms. Frank received a Juris Doctor Degree from Florida State University, College of Law and a Bachelor of Science Degree also from Florida State University.



Dr. Susan Gold

Associate Professor

Mailman Center for Child Development, University of Miami

1601 NW 12th Ave., #4012, Miami, FL 33136; (305) 243-6624

sgold@med.miami.edu

Dr. Susan Gold received her Ed. D. in Early Childhood Education from the University of Miami in 1986. Following her graduation, she spent two years as a post-doctoral research fellow at the Mailman Center for Child Development, which is an integral part of the Department of Pediatrics, School of Medicine at the University of Miami. Dr. Gold has been an educator for over 30 years and has made over 100 presentations at local, state and national conferences and has written over 20 articles for publication. Her work at the Mailman Center has focused on working with Head Start children with disabilities and their families. In addition, she provides training for Head Start staff, and mentors graduate students. She presently serves on the Florida Developmental Disabilities Council and on the board of the Florida Children's Forum.



Lynn Groves

State Director

United Way of Florida Success By 6

307 E. 7th Street, Tallahassee, FL 32303; (850) 933-6283

groveslynn@aol.com

Lynn Groves is an independent consultant who has worked with the Florida Children's Forum, Florida Head Start Directors Association, United Way of Florida, and the Florida Departments of Juvenile Justice and Education. Ms. Groves previously had responsibility for developing the Full Service Schools initiative under Education Commissioner Betty Castor, and she staffed the State Coordinating Council for Early Childhood Services. She has been a legislative analyst for the Education Committee in the Florida House of Representatives, the principal of a special education center-based school, and a preschool teacher in an inclusive preschool program. Ms. Groves currently directs the United Way of Florida's Success By 6 initiative and conducts independent reviews of the state's Child Care Resource and Referral Network contractors.

State Facilitators



Mary Lindsey, Ph.D.

State Director

HIPPY Training and Technical Assistance

13301 Bruce B. Downs Blvd., MHC 2217, Tampa, FL 33612

lindsey@fmhi.usf.edu

Mary Lindsey is currently the Director of the Florida HIPPY Training and Technical Assistance Center which opened in 1996 at the University of South Florida and is also the Director of the Hillsborough County Center of Excellence, Inc. Dr. Lindsey has a Ph.D., Ed.S. and M.Ed. in Counselor Education from the University of Florida. Through the Home Instruction Program for Preschool Youngsters (HIPPY), Mary administers assistance to HIPPY programs throughout the state and serves as the director for the HIPPYCorp initiative which is a project of the AmeriCorps National Service Program. Mary serves on a number of boards including the H. Lee Moffitt Cancer Center and Research Institute, Communities and Schools Board of Directors, Community Advocates or Resources for Education and Social Services and Project Achieve where she serves as Community Liaison. She is the mother of two grown children, David and April.



Ellen McKinley

Immediate Past President

Child Development Education Alliance

P.O. Box 1491, Orange Park, FL 32067; (904) 213-9816

kids@cdealliance.org

In 1994, Ellen McKinley began the Child Development Education Alliance, CDEA, for Christian early care educators. This organization has been instrumental in influencing legislation which affects faith-based early childhood programs. Ellen has assisted in developing a Christian early childhood entry level credential, the CCDE, a recognized equivalency to the National CDA. She has led sessions and conferences across the nation, including the Focus on the Family in 1999 and a Faith-Based Conference for George W. Bush in Texas in spring of 2000. In July of 2001 she was invited by the First Lady to the White House Summit on Early Childhood Education as one of the representatives of the faith-based community. Ellen has authored various publications and has worked with accrediting agencies in developing Florida Gold Seal Standards for Christian Early Childhood Accreditation. She has also served on numerous State Committees with DCF, the Florida Children's Forum, Head Start, and DOE. Ellen served on The Florida State Coordinating Council for School Readiness from 1997 through 1999 as the Faith-Based Representative. She presently serves as the faith-based representative on the Florida Partnership Board for School Readiness. She advocates tirelessly for raising the standard of faith-based programs, for parent choice, and for equity in the new Universal Pre-K.



Danny Morris

President

Florida Association of Child Care Management and DRM Consulting, Inc.

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Danny Morris developed an interest in childcare 20 years ago after assessing the factors which will mostly influence family life in the 21st century. He is directly involved with child care operations as both an owner and a consultant and currently owns three schools in the Tampa Bay area. He has served as a Board Member for the National Child Care Association and is the current President for the Florida Association for Child Care Management. Mr. Morris has served as a consultant to private providers concerning the financial impact of Universal Pre-kindergarten in Georgia. A cornerstone of Morris's personal and corporate philosophy is a strong desire to be involved with clients who have quality and excellence as the goals for the children in their schools. His belief that "children are the future", and that the early years of children's lives are related directly to their potential as happy, healthy adults.

State Facilitators



Pamela Phelps, Ph.D.

Owner, Director and Trainer

Creative Center for Childhood Research and Training, Inc.

2746 West Tharpe Street, Tallahassee, FL 32303; (850) 933-6283

pam.phelps@attglobal.net

Pam Phelps, Ph.D., has over 40 years experience working with young children and their families.

For nine years she taught kindergarten and first-grade in the public schools of Wakulla and Leon Counties. For more than thirty years she has been the Owner/Director of the Creative Pre-School, providing care for approximately one hundred and thirty children, ages two months to six years. The Creative Pre-school has been chosen as a national and state model for the inclusion of young children with disabilities; nationally accredited by the National Association for the Education of Young Children, and "A Gold Seal" program in the state of Florida. The Creative Pre-School model curriculum, "Beyond Centers and Circle Time" has been used to train several thousands of early childhood teachers across Florida. This curriculum was created by the staff of the Creative Pre-School in Tallahassee, Florida and trained throughout the state by Dr. Pamela C. Phelps and Dr. Louise Boothby. This curriculum has prepared children for school success for over 30 years. Dr. Phelps and her staff supported Mayor Penelas in his initial efforts to place this important constitutional amendment initiative on the ballot by hosting a press conference at The Creative Pre-School model pre-kindergarten program.



Tammy Tener

President

Florida Family Child Care Home Association (FFCCHA)

280 Country Sun Cove, Oviedo, FL 32765; (407) 366-8467

tener-fcc@cfl.rr.com

Tammy began her family child care career over twenty years ago when her first son was 3 months old. Born and raised in Indiana, she holds a BS degree from Purdue University and is an adjunct instructor for Seminole Community College. Still an active family child care provider operating a before & after school enrichment program for ages 5-12 years, she has been licensed in Florida

and nationally accredited since 1991. Only two other providers in the United States have been NAFCC accredited longer. She is a state certified Mentor, Mentor trainer and instructor trainer; Second Helping instructor; Master Provider IV; and a certified trainer for Beyond Centers and Circle Time. Tammy is the current President of the state family child care association (FFCCHA). She also currently serves as the Chair of the Seminole County School Readiness Coalition.



Conni Wells

Executive Director

Florida Institute for Family Involvement

3297 Spring Creek Highway, Crawfordville, FL 32327

cjwells@sprynet.com

Conni Wells is the Director of the Florida Institute for Family Involvement (FIFI), a non-profit organization supported by grants from HRSA/Substance Abuse and Mental Health Services Administration (SAMHSA), Maternal & Child Health Bureau, and other state based contracts.

She is a consultant for various state and federal agencies, programs, and organizations facilitating partnerships between families and policymakers within the field of special needs. She is also an appointed member of the Florida Department of Education Exceptional Student Education Advisory Council and the Substance Abuse and Mental Health Corporation Board of Directors. Conni has raised four children, two with special needs and is the grandparent of five. She resides in a rural, gulf community near Tallahassee, Florida.

State Facilitator



Margie Zeskind

Director

*Helene and A.B. Wiener Early Childhood Development Center
for the Advancement of Jewish Education in Miami*

4200 Biscayne Blvd., Miami, FL 33137; (305) 576-4030

MargieZeskind@caje-miami.org

Margie Zeskind holds a Master's degree in pre-k/primary education from Nova Southeastern University. She directs the Helene and A.B. Wiener Early Childhood Department for the Center for the Advancement of Jewish Education in Miami, Florida. She authored two simultaneously awarded National Covenant Foundation Grants for the Jewish South Florida Early Childhood Community. Additionally, she is a co-author of the, "I Went To My Cousin's Crispening," – The S.A.G.A. Approach, a resource guide for Jewish Early Childhood Educators dealing with issues surrounding religious diversity. She is a validator for the National Association for the Education of Young Children, a trainer for the state of Florida certificates awarded by the department of "Children and Family Services," and an Adjunct Professor of Early Childhood Education at Miami Dade College. Additionally she serves on the Miller Early Childhood Initiative Advisory Board for the National Anti-defamation League, as well as the Early Childhood Education Academic Advisory Board for Miami Dade College. She sat for a two-year term as the legislative appointed "Faith-based" provider representative on the Broward County School Readiness Coalition. Currently, she is a co-president of the National Jewish Early Childhood Network.

Resources & Publications

Check Out these Universal Prekindergarten Resources & Publications

Bellm, D., Burton, A., Whitebook, M., Broatch, L. & Young, M. (2002). *Inside the Pre-K Classroom: A Study of Staffing and Stability in State-funded Prekindergarten Programs*. Center for the Child Care Workforce. www.ccw.org.

Griffin, D., & Lundy-Ponce, G. *At the Starting Line: Early Childhood Education Programs in the 50 States*. December 2002. American Federation of Teachers. www.aft.org/american_educator/summer2003/startingline.html.

Mitchell, A. (April 2001). *Education for All Young Children: The Role of the States and the Federal Government in Promoting Prekindergarten and Kindergarten*. Foundation for Child Development. www.ffcd.org.

Schulman, K., Blank, H., & Ewen, D. (1999). *Seeds of Success: State Prekindergarten Initiatives 1998-99*. Washington, DC: Children's Defense Fund. www.childrensdefense.org

FLORIDA'S UNIVERSAL PRE-KINDERGARTEN PROGRAM

A Fact Sheet for Parents

By now, you probably know that a constitutional amendment was passed by voters last November 2002 to provide a free, high quality, voluntary Universal Pre-Kindergarten (UPK) program for four year olds to be available by 2005. Below are some questions and answers to help in understanding the program:

WHO DECIDES HOW THE PROGRAM WILL OPERATE?

The Florida Legislature is responsible for developing legislation to enact the constitutional amendment. In the 2003 legislative session, a statute or law was passed that requires the State Board of Education to report to the Governor and the Legislature on the proposed standards and design elements of the new program. To accomplish this task, the Board of Education appointed a Universal Pre-Kindergarten Advisory Council to develop those recommendations.

The Legislature is expected to develop the law that will authorize the program during the 2004 legislative session. The law is expected to address issues such as the qualifications of the teachers in the UPK program, how many children can be in each classroom, how many teachers are required for the children, etc.

WHERE WILL THE UNIVERSAL PRE-KINDERGARTEN PROGRAM BE OFFERED?

The intent of the constitutional amendment was to have the program widely available in a variety of settings to include child care and preschool centers, public and private schools, churches, and family child care homes. While the recommendations are not yet final, it is expected that the program will be offered in various locations that meet the required standards of program quality.

WHAT WILL BE THE HOURS OF THE PROGRAM?

Those decisions have not been finalized. Initial recommendations are to offer the program for six hours per day for 180 days consistent with the school year. There may also be other options for part-day programs so long as the total instructional hours are met.

Parents who need care after hours may be able to access extended day services depending on the location of the UPK program. Services offered beyond the UPK program day will probably require parents to pay fees. While the UPK program is free to parents, extended day services for working families will be the responsibility of the parent.

FLORIDA CHILDREN'S FORUM

• 1 •

WHAT WILL MY CHILD LEARN?

The UPK program will have defined curriculum standards. The goal of the program is to prepare children for success in school. The curriculum will be appropriate for the children recognizing that children are "concrete" learners – they learn through play and planned experiences.

The Florida Partnership for School Readiness has published "Performance Standards" for 3, 4, and 5 year olds. Those standards reflect what children should know and be able to do and provide guidance for those working with young children. Parents may access that information from the Partnership's website at: www.schoolreadiness.org.

WHEN WILL THE PROGRAM START?

The constitutional amendment requires that the program be offered by 2005. The actual start date has not been defined by the Legislature but it is anticipated that it would probably be available by the beginning of the 2005 school year for children four years old by September 1st.

Remember, the program is voluntary. Parents are not required to enroll their children in the program but may do so if they choose.

HOW CAN PARENTS GET INVOLVED?

Parents have voices and their opinions matter. Parents are the primary educators of their children and should be involved in the planning and implementation of their preschool education. Below are some ideas:

- Contact your local school readiness coalition and express your interest in being involved with the UPK initiative.
- Contact your state legislators who represent your area and let them know how important this program is to you and your child. To find out who represents you, visit www.myfloridahouse.com/Legislators.aspx for the House of Representatives and www.flsenate.gov/Welcome/index.cfm for the Senate. You can also contact your local Supervisor of Elections for this information. Local phone directories also usually have this information available in the community services section.
- Contact your local Child Care Resource and Referral Agency to find out where the program will be offered as the time nears.
- Visit the UPK Advisory Council website to review the recommendations for the program at www.upkcouncil.org.

For additional information about the Universal Pre-Kindergarten Program, contact the Florida Children's Forum at 1-888-FLCHILD, your local Child Care Resource and Referral Agency or School Readiness Coalition.

FLORIDA CHILDREN'S FORUM

• 2 •

This is a publication of the Florida Children's Forum. You may download this form by visiting www.flchild.com (Resources & Publications).

FLORIDA CHILDREN'S FORUM

Advocacy Rally

Closing Session: 6:30 - 7:30 p.m.

Passage of the Universal Pre-Kindergarten constitutional amendment by Florida voters in November 2002 showed widespread support for improving early care and education opportunities for young children and their parents. Transforming that support into a high quality voluntary program for four-year-olds to be fully funded by the Florida Legislature will require unified action by advocates representing the full range of public, private, and communities of faith organizations. It starts with a stirring message and clear call to action.



Roy Miller

President

Children's Campaign, Inc.

P.O. Box 1718, Tallahassee, FL 32302

(850) 425-2600

Roywmiller@aol.com

Roy Miller serves as President for the Children's Campaign, Inc. He is a former partner in a governmental relations and consulting firm and has extensive experience in campaign planning and execution. He managed the campaigns of candidates affiliated with both political parties as well as non-partisan judicial races and referendum issues. His winning average exceeded 80 percent.

Along with specializing in grassroots and media driven educational outreach efforts, Roy has extensive experience in youth policy analysis in juvenile justice, deinstitutionalization, and alternatives to judicial processing. He directed a community-based agency for 12+ years providing services to troubled and street youth. He was appointed to the Governor's Task Force for Juvenile Justice and Delinquency Prevention by Governor Reubin Askew, and was appointed Chairman by Governor Bob Graham. He represented the southern region in Washington D.C. through service on the National Steering Committee of State Advisory Groups.

Roy is a graduate of Leadership St. Petersburg and is a former board member of numerous children and youth organizations, including service as President of the Florida Network of Youth and Family Services. Roy graduated Summa Cum Laude from Florida State University. Roy and his wife, Jan, support several public interest causes.



Phyllis Kalifeh

President/CEO

Florida Children's Forum

2807 Remington Green Circle, Tallahassee, FL 32312

(850) 681-7002

pkalifeh@flchild.com

Phyllis Kalifeh is the President of the Florida Children's Forum, a statewide nonprofit organization that serves as the hub for the Child Care Resource and Referral network, administers the TEACH, Child Care WAGE\$, and Director Credential program, and provides training & technical assistance to coalitions and providers

through the Florida Partnership for School Readiness Quality Initiative. The Forum serves as an advocacy voice on behalf of Florida's children and their families to achieve the vision of helping to make Florida a quality child caring state.

Under her leadership, the Forum spearheaded public awareness activities on behalf of Universal Pre-Kindergarten prior to the passage of the amendment and worked to gain stakeholder consensus on the issue. After the passage of the amendment, the Forum helped sponsor the first UPK Conference where she served as a facilitator. Phyllis convened a stakeholder group after the first conference to further refine recommendations for the 2003 Legislature. Those recommendations were presented before the Senate Select Committee on Constitutional Amendments in January 2003.

Prior to assuming the helm at the Florida Children's Forum, Phyllis was the Executive Director/CEO for Early Childhood Services, Inc. in Panama City, FL for 21 years where she was responsible for administering the child care financial assistance program for seven counties, child care resource and referral, Head Start, and Early Head Start, and training programs for parents and caregivers. She is a trainer, consultant, and speaker at local, state, and national venues.

Phyllis received her bachelors degree from the University of West Florida in early childhood and elementary education and masters degree in educational leadership from Florida State University. She and her husband have six sons and are grandparents to Nicholas and Madison, 3 1/2 and 18 months respectively. Phyllis resides in Tallahassee, FL.

NOTES:

UNIVERSAL PRE-KINDERGARTEN
CONFERENCE II:

THE
Next
Steps



House of Representatives

Important Legislative Committees for Implementation of

Florida House of Representatives

Mailing Address: 402 S. Monroe Street, Tallahassee, FL 32399-1300

House Appropriations: Subcommittee on Education Appropriations

Location: Room 221, Capitol

David Simmons (R) - Chair

Joe H. Pickens (R) - Vice Chair

Dennis K. Baxley (R)

David J. Meador (R)

Suzanne M. Kosmas (D)

Bev Kilmer (R)

Charlie Justice (D)

Dorothy Bendross-Mindingall (D)

Frank Attkisson (R)

Stan Mayfield (R)

Rafael "Ralph" Arza (R)

Ray Sansom (R)

Larry Cretul (R)

Bruce Antone (D)

Faye B. Chip (R)

Sheila Vana (D)

David Rivera (R)

Juan C. Zapata (R)

Donald C. "Don" Sullivan (R)

Dick Kravitz (R)

House Education K-12: Subcommittee on Pre-K through 12

Location: Room 209, House Office Building

Rafael "Ralph" Arza (R) - Chair

Ray Sansom (R) - Vice Chair

Shelley Vana (D)

Frederick C. Brummer (R)

Gustavo A. Barreiro (R)

Loranne Ausley (D)

House Education K-12: Subcommittee on General Education

Location: Room 209, House Office Building

Dennis K. Baxley (R) - Chair

Faye B. Culp (R) - Vice Chair

Dorothy Bendross-Mindingall (D)

Kenneth Allan Gottlieb (D)

Heather Fiorentino (R)

Stan Jordan (R)

Joe H. Pickens (R)

Future of Florida's Families: Subcommittee on Children's Services

Location: Room 400, House Office Building

Faye B. Culp (R) - Vice Chair

Matthew J. Meadows (D)

Sandra L. Murman (R)

Nancy C. Detert (R)

Aaron P. Bean (R)

Nan H. Rich (D)

Sandra Adams (R)

Select Committee on Constitutional Amendments

Location: Room 218, House Office Building

Joe H. Pickens (R) - Chair

Jim Kallinger (R) - Vice Chair

Jeffrey D. Kottkamp (R) - Vice Chair

John K. Stargel (R)

Sandra L. Murman (R)

Stacy J. Ritter (D)

Carole Green (R)

Gaston I. Cantens (R)

Frank Farkas (R)

Dwight Stansel (D)

Christopher L. Smith (D)

Donald D. Brown (R)

Universal Pre-Kindergarten and their Membership

Florida Senate

Mailing Address: 404 S. Monroe Street, Tallahassee, FL 32399-1100

Senate Appropriations: Subcommittee on Education

Location: Room 201, Capitol

Lisa Carlton (R) - Chair

JD Alexander (R)

Lee Constantine (R)

Anna P. Cowin (R)

Evelyn J. Lynn (R)

Lesley "Les" Miller, Jr. (D)

Debbie Wasserman Schultz (D)

Senate Committee on Education

Location: 415 Knott Building

Lee Constantine (R) - Chair

Larcenia J. Bullard (D) - Vice Chair

Dave Aronberg (D)

Lisa Carlton (R)

Charlie Clary (R)

Anna P. Cowin (R)

Ron Klein (D)

Ken Pruitt (R)

Jim Sebesta (R)

Debbie Wasserman Schultz (D)

Frederica S. Wilson (D)

Stephen R. Wise (R)

Senate Committee on Children and Families

Location: 520 Knott Building

Evelyn J. Lynn (R) - Chair

Frederica S. Wilson (D) - Vice Chair

M. Mandy Dawson (D)

Rudy Garcia (R)

Mike Haridopolos (R)

Durell Peaden, Jr. (R)

Jim Sebesta (R)

Rod Smith (D)

Daniel Webster (R)

For more information please visit Online Sunshine at www.leg.state.fl.us or the Florida Children's Campaign Legislator Contact Database at www.iamforkids.org.

Frequently Asked Questions

Lobbying Activities By Charitable, Non-Profit Organizations

Is Lobbying Legal By Non-Profit Organizations? Not only is lobbying legal, but it's encouraged by Congress and the IRS.

How Much Can a Non-Profit Spend on Lobbying Efforts? There are guidelines ... 20% of the organization's first \$500,000 of annual expenditures, 15% of the next \$500,000, 10% of the next \$500,000, and so on up to \$1-million in overall lobbying expenditures per year. Other guidelines exist for grassroots lobbying expenditures. *(Please note: Most state and federal contracts prohibit lobbying with contract/grant funds).*

Can All Non-Profits Spend That Much? No, only those that elect to come under the generous provisions of the 1976 lobby law (Internal Revenue Code Section 501 [h]).

How Do We Elect? It's as simple as filling out IRS Form 5768 – which takes about 5 minutes.

Will Electing 501 [h] Increase the Chance of Being Audited? Absolutely NOT ... in fact, making this election provides more protection for lobbying activities.

Can Non-Profits Carry Out Voter Education During a Political Campaign? Yes, if it is strictly non-partisan.

How About Candidate Questionnaires? Yes, but the questions must cover a broad range of issues, be framed without bias, be given to all candidates for an office, and not lead a reasonable reader to believe an endorsement is being made directly or indirectly.

What is Lobbying? Any attempt to influence any legislation or regulatory matter through communication with any member or employee of a legislative body and / or the executive branch and any attempt to engage the general public to influence legislation or regulatory matters.

What are Some Examples of Permissible Activities? Direct contact with policy-makers, appointed officials, rallies, events, letters, e-mails, telephone calls, personal meetings ... the list goes on...

Where do I go for more information? You can start by contacting Children's Campaign, Inc. They will steer you in the right direction. 850.425.2620 or www.iamforkids.org

Activities and Events for Advocates to Support Implementation of a High quality Universal Pre-Kindergarten Program in Florida

Call One Friend Each Day: Make a personal request for help for your efforts to support the implementation of a high quality pre-K program. Send a follow-up note with a list of actions to take and ask your friends to call one person per day. Watch it grow!

Editorial Board Meetings: Schedule meetings with local newspaper editorial boards to discuss Universal Pre-Kindergarten. Take with you a supportive group of respected experts such as community leaders, local elected officials, service providers, and children/parents successfully served by local programs.

Letters to the Editor: Write letters to your local newspaper editor. This is a great way to publicly air your opinions about local and statewide issues. Stay up-to-date with recent articles published by your newspaper on pre-kindergarten / school readiness issues and respond with your ideas and insights.

Neighborhood Walks – Flyer Distribution: Organize groups of volunteers to distribute information and brochures in targeted neighborhoods. Door-to-door is one of the best vehicles for distributing information to voters and citizens. This activity also can be used to promote local activities and events.

Roundtable Discussions: Bring local elected officials, community leaders, service providers and experts together to discuss the implementation of Universal Pre-Kindergarten. This is also a good opportunity to share policy options, best practices, and to discuss plans for raising awareness.

Power Lunches: Organize lunches with a program and information designed for community and business leaders. Guest speakers highlight the importance of Universal Pre-Kindergarten for children. Local sponsorship of the meal would increase attendance.

Press Releases: Write and distribute press releases regarding Universal Pre-Kindergarten and school readiness to communicate the long-term beneficial impact of quality programs. Include county specific information on the number of children and families needing services.

Press Conferences: Hold a press conference to announce your efforts as an organization. Press conferences are held so that reporters and editors can obtain news they would not receive otherwise and to answer their questions.

Speakers Bureau: Organize local experts to educate civic and community groups on the importance of high quality services. Link up with local events such as Children's Week, Kiwanis, Rotary, Chamber of Commerce, political hob knobs and other children's services summits.

Establish volunteer networks in your community to assist advocacy efforts: Do outreach at local schools through their PTA. Include faith-based and business organizations.

Create or join a children's coalition: Network! Network! Network! The more people that know you and your group, the more effective you will be. Work to continuously expand your network. The goal is to be "spider-webbed" throughout the community, so you are not simply "preaching to the choir."

Join and participate in Children's Week activities: Sponsored by the United Way / Success by Six, Children's Week activities put a much-needed spotlight on children and family issues to be addressed by the Florida Legislature. To be held during the first week of the upcoming legislative session, more than 1,000 children, early care and education professionals, parents, and advocates will convene in Tallahassee to educate legislators regarding the critical importance of early childhood and family issues. The annual Children's Week Advocacy Workshops, Children's Festival and Children's Day Rally catch the attention of policy makers and media and do make a difference.

2004 Activities:

- Statewide Children's Week activities run January 1st - February 27th
- Tallahassee Children's Week activities run February 29th - March 5th
- March Forth - March 4th

For more information on how to get involved, please visit www.childrensweek.org.

Town Hall Meetings and Community Briefings: Bring together local elected officials, community leaders and service providers in a panel discussion moderated by local media personality. Town Hall Meetings are designed to elicit more audience opinions and questions, while community briefings are formatted to have the panel members "brief" the audience on the issues.

Become a Local Coordinator for the Candidate Connection: Organize *Candidate Connection* meetings in your community. The cutting edge non-partisan *Candidate Connection*, sanctioned by Children's Campaign, Inc., is an information exchange between candidates for state elected office, volunteer community leaders and children's services experts. The conversations provide candidates with background information, facts and figures that paint an accurate picture of the needs of children and families in Florida. Candidates have an opportunity to discuss children's issues and ask questions in a friendly, supportive atmosphere. For more information on how to get involved, please visit www.iamforkids.org or call the Children's Campaign at 850.425-2600.

Get to Know Your Elected Officials: Call or write your local elected officials regarding the importance of implementing a quality Universal Pre-Kindergarten program. These are the people elected to serve you and they depend on you (the constituent) to identify concerns in the community.

UPK Conference Partners

Office of the Mayor of Miami-Dade County

Contact: Alex Penelas, Mayor

Mailing Address: Stephen P. Clark Center
111 N.W. 1st Street, 29th Floor
Miami, Florida 33128

Phone: (305) 375-5071

E-Mail: mayor@miamidade.gov

Website: www.miamidade.gov



As the largest metropolitan area in the State of Florida, Miami-Dade County is often referred to as the "Gateway to Latin America and the Caribbean." Our community is located along the southeast tip of the Florida peninsula. It is bounded by Biscayne Bay and the Atlantic Ocean to the east, Everglades National Park to the west, the Florida Keys to the south, and Broward County to the North.

Governed by Executive Mayor Alex Penelas and 13 commissioners elected from single-member districts, the day-to-day operations of the government are overseen by an appointed County Manager. The Directors of County departments report to the County Manager who, in turn, reports to the Mayor and the Board of County Commissioners. More than one million people live in the unincorporated area of the county, with the rest of the population residing in municipalities. The total population of the 31 municipalities is approximately 1,071,750. The City of Miami is the largest municipality, followed by Hialeah, Miami Beach, North Miami and Coral Gables. With a population of more than one million, our unincorporated area, if declared a city, would form the largest in Florida and one of the largest in the nation. The areas of the county that do not fall within municipal boundaries comprise the unincorporated area of Miami-Dade. Miami-Dade County encompasses more than 2,000 square miles (larger than the states of Rhode Island and Delaware). One-third of Miami-Dade County is located in Everglades National Park.

The Early Childhood Initiative Foundation

Contact: David Lawrence Jr., President

Mailing Address: 3250 SW Third Ave.
Miami, Florida 33129

Phone: (305) 646-7230

E-Mail: dlawrence@childreadiness.org

Website: www.teachmorelovemore.org



The Early Childhood Foundation was developed in 1999 to work toward an early childhood education and development initiative in Miami-Dade County, population 2.2 million, Florida's largest county (with more people than 17 states). The initiative aims toward "universal readiness" – that is, making available and affordable high quality health, education and nurturing for all of this community's 158,000 children between birth and age 5. In doing so, the initiative works toward the social, physical, emotional and intellectual growth of all children so that they are ready and eager to be successful in the first grade and, indeed, in life.

The Florida Children's Forum

Contact: Phyllis Kalifeh, President

Mailing Address: 2807 Remington Green Circle
Tallahassee, Florida 32308

Phone: (850) 681-7002

E-Mail: pkalifeh@flchild.com

Website: www.flchild.com



As the voice for a diverse base of customers, constituents, and stakeholders, the Florida Children's Forum promotes quality child care, early education, and work/family solutions throughout the state. Headquartered in Tallahassee, the Forum serves as the hub for the Child Care Resource and Referral Network. The Forum also serves as a statewide network of child care professionals, business and political leaders, government entities, families and individuals who share a common vision to make Florida a quality child caring state. As part of this mission, the Forum conducts research, training and advocacy on behalf of children, families, child care providers and employers.

UPK Conference Partners

The Trust for Early Education

Contact: *Libby Doggett, Director of the State Program*

Mailing Address: 1725 K Street, Suite 212
Washington D.C., 20006

Phone: (202) 293-1245

E-mail: ldoggett@trustforearlyed.org

Website: www.trustforearlyed.org



The Trust for
Early Education

The Trust for Early Education (TEE) was established in 2002 to provide a strong and effective voice in support of high-quality, voluntary preschool for all three and four-year olds. TEE believes that a quality education is the surest route to success today, and that quality pre-K education, by well-trained professionals, is one of the best ways to put children on this path. TEE pursues its goals through state and federal efforts to increase the quality and availability of pre-K and through a nationwide campaign to educate voters and policy elites on the benefits of a high-quality pre-K education. They provide funding, strategic advice and management support to state-based groups working to promote quality prekindergarten efforts.

Children's Campaign, Inc.

Contact: *Roy Miller, President*

Mailing Address: P.O. Box 1718
Tallahassee, FL 32302

Phone: (850) 425-2600

E-Mail: roywmiller@aol.com

Website: www.iamforkids.org



Children's
Campaign, Inc.

Children's Campaign, Inc. is a cutting-edge and groundbreaking advocacy organization devoted to making children's issues the top priority while staying within the well-documented boundaries of permissible activities for a 501 (C)(3) organization. Children's Campaign, Inc. builds awareness and support for public policy improvements by taking advantage of the natural two-year and four-year political schedule, inserting children's issues in a non-partisan manner into the on-going political dialogue. The bi-annual platform, a result of consensus building over a broad spectrum of interests and viewpoints and supported by state of the art public opinion research, establishes a vision aimed at improving the health and well being of children. They work closely with local and statewide collaborative partners to encourage policy-makers to address the needs as identified in the platform and its related policy briefs. Co-founded by Roy Miller, who now serves as its President, Children's Campaign, Inc. was begun nearly nine years ago and became an independent 501 (C) (3) tax exempt organization in January 2002.

Kaplan Early Learning Company

Mailing Address: 1310 Lewisville-Clemons Road
Lewisville, NC 27023

Phone: (800) 334-2014

Website: www.kaplanco.com



Kaplan is a premier resource and service provider in the early childhood education arena. Always providing major support to the progress in early education and care in Florida, Kaplan focuses on educational environments, developmentally appropriate products and practices, innovative resources and information directed toward learning readiness. For over 50 years, they have cultivated the tradition of excellence and quality in service and products.

Beowulf Publications

Mailing Address: 1628 San Marcos Blvd.
Jacksonville, FL 32207

Phone: (888) 708-5700 or (904) 346-3898

Website: www.beowulfpub.com



Beowulf Publications, Inc. specializes in providing easier access to community resources that protect children and promote family well-being. Through our Child Care Directory, Family Almanac and Guide to Children's Summer Programs, we try to bridge the gap between services provided in communities and families seeking them. Beowulf is committed to producing high quality publications that provide pertinent information and increase awareness of the resources available to families throughout the United States.

Special Thanks!

We would like to thank the following individuals for assisting in the production of today's event. We appreciate their commitment to the children of our state.

Miami-Dade Mayor's Office

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Performances

Tangelo Park Head Start
Conway Middle School Music Factory
Nancy Wood, Director of Music
Oak Ridge High School Marching Band
Chris Perez, Director of Bands - Oak Ridge High School
Lucille Anderson, Director of After School Programs, Orange County

Volunteers/ Support Materials

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A very special thank you to the Florida Children's Forum and the Trust for Early Education for their tremendous support and commitment to the production of this event.

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celebrating Children's Week

February 29 - March 5, 2004

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**Quality Child Care,
School Readiness &
Universal Pre-Kindergarten Day**
March 4, 2004

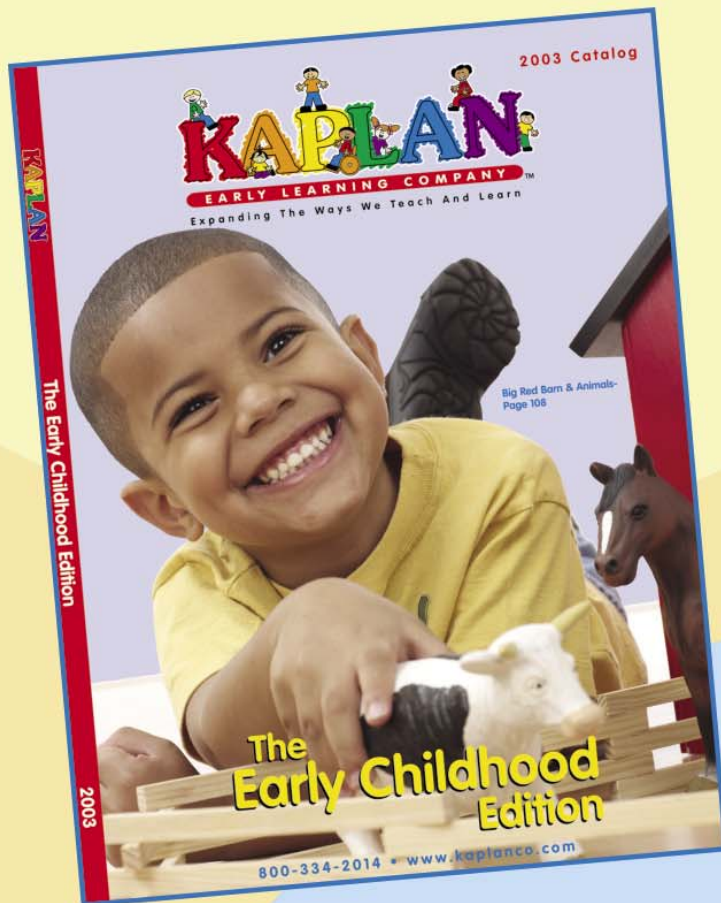


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